

d. Tests hypotheses against data; revises them or develops new ones as needed. Studies data to see if more data are needed before arriving at a conclusion.

Provides many opportunities for pupils to test hypotheses against data. Encourages them to revise hypotheses and do further checking as needed. Uses a discussion strategy designed to help pupils both test hypotheses and learn the kinds of questions to ask while doing so. (e.g. Are data relevant to hypotheses? Do they support or contradict the hypotheses? Are the data complete enough to arrive at least a tentative conclusion?)

Identifi
in testin
to follow
designed
test an h

Reinforces pupils' behavior when they reject hypotheses on the basis of data and revise their ideas in the light of evidence.

Can expl
forcement
change;
behavior

Demonstrates own willingness to modify ideas in the light of new evidence.

Can expl
forcement
change.

Takes time to have the class test all hypotheses which they have set up earlier in the unit. Also asks them to examine their statement of an hypothesis to decide whether or not it was worded clearly enough to test.

Can expl
hypothes
then for

e. Generalizes; draws inferences from data.

Uses a discussion strategy designed to help pupils learn to draw inferences or singular generalizations from data.

Identifi
discussi
pupils d
generaliz

t data;
s new ones
a to see
before
on.

Provides many opportunities for pupils to test hypotheses against data. Encourages them to revise hypotheses and do further checking as needed. Uses a discussion strategy designed to help pupils both test hypotheses and learn the kinds of questions to ask while doing so. (e.g. Are data relevant to hypotheses? Do they support or contradict the hypotheses? Are the data complete enough to arrive at least a tentative conclusion?)

Reinforces pupils' behavior when they reject hypotheses on the basis of data and revise their ideas in the light of evidence.

Demonstrates own willingness to modify ideas in the light of new evidence.

Takes time to have the class test all hypotheses which they have set up earlier in the unit. Also asks them to examine their statement of an hypothesis to decide whether or not it was worded clearly enough to test.

ferences

Uses a discussion strategy designed to help pupils learn to draw inferences or singular generalizations from data.

Identifies thought processes involved in testing data. Identifies steps to follow in a discussion strategy designed to help pupils learn how to test an hypothesis.

Can explain the importance of reinforcement in effecting behavioral change; identifies ways of reinforcing behavior.

Can explain the importance of reinforcement in effecting behavioral change.

Can explain the importance of testing hypotheses, not just developing and then forgetting them.

Identifies the steps to follow in a discussion strategy designed to help pupils draw inferences or singular generalizations.

f. Having determined the causes of a social problem, scrutinizes the possible consequences of following different courses of action. Evaluates these alternatives in terms of basic values and goals. Selects alternative or combination of alternatives most likely to achieve goals. Uses some model of value analysis if goals or values conflict.

g. Considers his conclusions tentative, subject to revision in the light of new evidence. Weighs the consequences of acting or failing to act on the basis of the amount of evidence available and the degree of certainty which one holds about one's conclusions.

Provides opportunities for pupils to examine their data and test hypotheses about possible consequences of following different courses of action. Asks them to relate the alternative courses to causes of the problem. Use some model of value analysis when pupils decide that selection of alternatives is difficult because they hold conflicting values.

Helps pupils establish criteria for deciding whether or not to take action on the basis of conclusions about alternative courses of action.

Gives pupils opportunities to decide whether or not they might take any action to help alleviate a problem or to influence those who might be able to do so. Does not ask pupils to agree, but lets them consider individual and small group action. Helps them explore the possibilities of such action with the appropriate school officials and community members. Helps them make plans for carrying out their action. However, does not try to persuade all pupils to follow teacher's ideas or his lead in the type of action to take.

Identifies the problem-solving the procedures of selecting a courses of act alleviate a pr

Identifies and follow in some

Identifies cri used in trying when one's cor

Identifies the different type when handling. Identifies pro might use to a upon pupils' v specific actio

Can explain th planning for of action.

Identifies cor cials or leade sulted or who ing action act

causes of a
izes the
f following
tion.
tives in
and goals.
combination
likely to
ome model
bals or

Provides opportunities for pupils to examine their data and test hypotheses about possible consequences of following different courses of action. Asks them to relate the alternative courses to causes of the problem. Use some model of value analysis when pupils decide that selection of alternatives is difficult because they hold conflicting values.

Identifies the steps to follow in some problem-solving model. Can explain the procedures to follow in the stage of selecting a course of action or courses of action in an attempt to alleviate a problem.

Identifies and explains the steps to follow in some model of value analysis.

ons tentat-
ion in the
Weights
ting or
basis of the
ltable and
y which one
lusions.

Helps pupils establish criteria for deciding whether or not to take action on the basis of conclusions about alternative courses of action.

Identifies criteria which might be used in trying to decide whether to act when one's conclusions are tentative.

Gives pupils opportunities to decide whether or not they might take any action to help alleviate a problem or to influence those who might be able to do so. Does not ask pupils to agree, but lets them consider individual and small group action. Helps them explore the possibilities of such action with the appropriate school officials and community members. Helps them make plans for carrying out their action. However, does not try to persuade all pupils to follow teacher's ideas or his lead in the type of action to take.

Identifies the pros and cons of different types of teacher behavior when handling controversial issues. Identifies procedures which the teacher might use to avoid undue influence upon pupils' views about an issue or a specific action or policy decision.

Can explain the importance of careful planning for carrying out any course of action.

Identifies community and school officials or leaders who should be consulted or who could give help when planning action activities.

6. Communicates effectively both orally and in writing.

- a. Applies skills learned in English classes, such as proper spelling, use of good grammar and paragraph writing.

- b. Uses acceptable bibliographic and footnote form in reports. Avoids use of plagiarism and overuse of quotations.

Takes time to help pupils learn to apply skills involved in various types of oral and written presentations. Reinforces pupils who apply skills learned in English classes.

Checks written work for usage as well as for ideas. Uses some kind of scale or checklist to provide pupils with feedback on their work.

Gives pupils some form of guide to use for preparing bibliographies and footnotes.

Uses instructional materials to help pupils learn how to avoid either over-quoting or plagiarizing others. At times projects sample papers written by students, without showing names of authors, and analyzes use of quotations, footnotes, etc.

Can explain the cooperative effort of a staff to help apply communication skills also identify social studies major responsibilities.

Demonstrates ability to write effectively.

Develops scales in evaluating work.

Develops a system of footnotes and bibliographies.

Can explain the difference between which pupils select in preparing written reports either: (a) a list of quotations which show something which the author has failed to take into account or indicate when necessary of the author.

Prepares or locates materials to use in learning to avoid plagiarizing.

both

in
as pro-
ood
writing.

Takes time to help pupils learn to apply skills involved in various types of oral and written presentations. Reinforces pupils who apply skills learned in English classes.

Checks written work for usage as well as for ideas. Uses some kind of scale or checklist to provide pupils with feedback on their work.

ographic
reports.
m and

Gives pupils some form of guide to use for preparing bibliographies and footnotes.

Uses instructional materials to help pupils learn how to avoid either over-quoting or plagiarizing others. At times projects sample papers written by students, without showing names of authors, and analyzes use of quotations, footnotes, etc.

Can explain the importance of a cooperative effort on the part of a staff to help pupils learn to apply communication skills. Can also identify skills for which a social studies program can assume major responsibility.

Demonstrates ability to speak and write effectively.

Develops scales or checklist to use in evaluating written work.

Develops a short guide for using footnotes and preparing bibliographies.

Can explain the common problems which pupils sometimes face in preparing written reports because of either: (a) a desire to use quotations which sound better than anything which they can write, or (b) failure to take careful notes to indicate when notes are in the words of the author.

Prepares or locates instructional materials to use in helping pupils learn to avoid over-quoting or plagiarizing.

c. Clarifies purpose or theme and organizes material to fit this theme. Follows the organization carefully.

Provides written examples of different types of organization to use to fit different purposes or themes. Uses exercises to help pupils learn to select an appropriate organization for a particular purpose. (e.g. purposes for which chronological organization might be appropriate, for which a topical organization might be appropriate, for which a delineation or a problem followed by an analysis of causes and possible solutions would be appropriate, for which a description of a research design and findings from a study would be appropriate.)

Identifies which would be different. Prepares a written report on the use of

d. Uses techniques to clarify ideas and arouse interest.

Conducts a class discussion aimed at identifying ways of arousing interest in an oral or written report and clarifying ideas in such reports. Encourages pupils to prepare illustrative materials to clarify ideas and arouse interest. Asks pupils to compare the clarity and interest appeal of different ways of presenting the same information.

Identifies in an oral

Identifies trying to types of ideas that might be used

Provides pupils with feedback on their oral presentations. Uses some form of scale or checklist, developed cooperatively with pupils, to evaluate their oral work.

Can explain in the lesson

Develops skills for use in evaluation

Given a situation, suggests a presentation

eme and
it this
aniza-

Provides written examples of different types of organization to use to fit different purposes or themes. Uses exercises to help pupils learn to select an appropriate organization for a particular purpose. (e.g. purposes for which chronological organization might be appropriate, for which a topical organization might be appropriate, for which a delineation or a problem followed by an analysis of causes and possible solutions would be appropriate, for which a description of a research design and findings from a study would be appropriate.)

ify ideas

Conducts a class discussion aimed at identifying ways of arousing interest in an oral or written report and clarifying ideas in such reports. Encourages pupils to prepare illustrative materials to clarify ideas and arouse interest. Asks pupils to compare the clarity and interest appeal of different ways of presenting the same information.

Provides pupils with feedback on their oral presentations. Uses some form of scale or checklist, developed cooperatively with pupils, to evaluate their oral work.

Identifies types of organization which would be appropriate for different purposes or themes. Prepares a written guide to illustrate the use of such organizational types.

Identifies ways of arousing interest in an oral or written presentation.

Identifies factors to consider in trying to clarify ideas; identifies types of illustrative materials which might be used to illustrate ideas.

Can explain the importance of feedback in the learning process.

Develops sample scale or checklist to use in evaluating an oral presentation.

Given a video-tape of an oral presentation, suggests ways in which the presentation could be improved.

	Encourages pupils to develop original ways of making oral and written presentations of their ideas. For some topics, encourages pupils to write imaginary accounts or to role play situations, etc. Gives pupils some suggestions for varied types of presentations and reinforces their efforts to think of other types.	Identifies pupils' presentations standard Develops creative information
	Provides opportunities for pupils to tape an oral presentation, to view or listen to it, and to get feedback on it before they make presentations to the class. At times permits them to play a recording to the class if their oral presentation is in the form of a mock radio or television program.	Demonstrates various types of equipment machines.
e. Uses only a few notes for reports and other oral presentations; limits length of talk or remarks in a small group discussion.	Works with pupils to develop a list of suggestions for preparing and presenting oral reports and other types of oral presentations. Returns to list and revises it after a number of presentations have been made.	Develops which pupils and presentations
f. Uses varied verbal and non-verbal techniques for emphasis.	Uses learning experiences to help pupils identify ways in which speakers can emphasize points through verbal and non-verbal cues (e.g. pauses prior to main point or before beginning another point, voice tone, gestures, etc.)	Identifies speaker's

Encourages pupils to develop original ways of making oral and written presentations of their ideas. For some topics, encourages pupils to write imaginary accounts or to role play situations, etc. Gives pupils some suggestions for varied types of presentations and reinforces their efforts to think of other types.

Provides opportunities for pupils to tape an oral presentation, to view or listen to it, and to get feedback on it before they make presentations to the class. At times permits them to play a recording to the class if their oral presentation is in the form of a mock radio or television program.

Works with pupils to develop a list of suggestions for preparing and presenting oral reports and other types of oral presentations. Returns to list and revises it after a number of presentations have been made.

Uses learning experiences to help pupils identify ways in which speakers can emphasize points through verbal and non-verbal cues (e.g. pauses prior to main point or before beginning another point, voice tone, gestures, etc.)

Identifies a number of ways in which pupils might prepare written and oral presentations other than the fairly standard types.

Develops unit plans which suggest creative ways for pupils to present information to the rest of the class.

Demonstrates his ability to operate various types of sound recording equipment as well as video tape machines.

Develops a possible list of suggestions which pupils might use in preparing and presenting reports and other oral presentations.

Identifies a number of cues which a speaker might use to emphasize ideas.

reports
ons;
remarks
on.

on-verbal

7. Works effectively with others.

- a. Helps create an atmosphere in which all present feel secure and ready to participate in a common activity.
- b. Assumes different roles to facilitate the work of a group.

Encourages pupils to work cooperatively on projects; does not rely completely on entire class or individual work.

Uses films, video tapes or role playing episodes to help pupils identify the kinds of things which group members can do to warm up a group, facilitate participation by others, help move a discussion along, etc. Helps pupils identify roles which people can assume in a group in order to facilitate its work.

See also background paper on Affective Area.

Demonstrates in small groups as leader or as a member to use varied techniques to create the atmosphere of the group, encourage other group members to participate to help express their feelings and ideas, summarize points of agreement and disagreement, etc.

Identifies different roles to promote small group work and effective discussions.

See also background paper on Affective Area.

others.
atmosphere
to feel
partic-
activity.
roles to
of a group.

Encourages pupils to work cooperatively on projects; does not rely completely on entire class or individual work.

Uses films, video tapes or role playing episodes to help pupils identify the kinds of things which group members can do to warm up a group, facilitate participation by others, help move a discussion along, etc. Helps pupils identify roles which people can assume in a group in order to facilitate its work.

See also background paper on Affective Area.

Demonstrates in small groups, either as leader or as a member, the ability to use varied techniques to warm up the atmosphere of the group, to encourage other group members to participate to help others clarify their feelings and ideas, to keep the discussion moving along, to summarize points of agreement and disagreement, etc.

Identifies different roles which promote small group work or effective discussions.

See also background paper on Affective Area.